

YOG YEAR II SITE ASSESSMENT

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PART II. YOG YEAR II SITE ASSESSMENT TOOL (TO BE COMPLETED)

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A. INTRODUCTION AND OVERVIEW

Background

The Office of Youth Services has developed a streamlined program assessment tool to be used by both Project Officers on site visits and Project Directors for self-assessment. Its format mirrors the original program assessment tool used last year, but it is shorter and is designed to look at the quality of programming in conjunction with the MIS Performance Data and the quarterly qualitative reports. We have consolidated some sections and for the youth development activity, have aligned it with the Youth Development Plan that we asked each site to submit in their second year application. The general goal of last year's assessment was to determine how far a site had gone in implementing their Youth Opportunity Grant. The general goal of this year's assessment is to determine the strength and quality of programming.

The Office of Youth Services will use the information to (1) share effective and promising practices across the YOG and WIA system and to (2) identify areas of weakness and make recommendations for improvement. They will also suggest, when necessary, potential corrective actions that must be implemented. The information gained during these site visits will provide a basis for determination of third year funding.

Guides/Resources

Included are the following tools/guides that will provide you with assessment techniques and criteria:

Pages 5 – 6: **Guide to Analyzing Quantitative Data**

Pages 7 - 8: **YOG Youth Case Files Guide**, will assist evaluators in determining the quality of randomly pulled case files. This guide will assist in completing item **6.54 of the Youth Development Systems and Processes section** of the Assessment Tool.

Pages 9 – 10: **YOG Individual Service Strategy (ISS) Guide**, provides guidance on what may be included in an ISS to determine their overall quality. Teams should pull a random selection of ISSs to determine if they are being prepared and used in the manner proscribed in the guide. This guide will assist in completing item **6.55 of the Youth Development Systems and Processes section**.

Attachment: **Statement of Work**, included with guidance for referencing purposes.

Implementing the Assessment Tool

This assessment tool will provide an opportunity for grantees to conduct self-assessment and will provide the assessment team with the information required for our grant oversight responsibilities and, *more importantly*, for technical assistance and continuous improvement efforts. The Office of Youth Opportunities is a partner with grantees and is committed to assisting grantees in achieving maximum results to improve the lives of youth in their communities.

Sites will receive the assessment tool prior to the site visit and are encouraged to complete the assessment in preparation for your visit. During last year's site visits, many sites indicated that this was a very useful exercise for them.

A pre-site visit conference call should be conducted with the site and Federal staff team to (1) establish dates for the visit (2 – 3 days per site); (2) review the assessment tool; and (3) determine a schedule for the visit and discuss the individuals, partners with whom meetings will be required.

During the site visit the assessment tool should be used as a guide and for notes. It is not intended to be fully completed during the site visit and can often inhibit a free-flowing exchange if used rigidly during a site visit. An exit meeting should be held with the Project Director and other appropriate individuals to discuss and review the team's findings. The assessment team should review their notes and complete a final version of the site assessment within two weeks. Once completed, a copy should be sent by the Project Officer to the Project Director, the Regional Youth Services Director, and the appropriate Coordinating Project Officer in the National Office. The assessment tool should be accompanied by a letter which summarizes the assessment results and specifies any areas of concern that may need immediate attention or corrective action.

Techniques for information collection may include:

- Youth focus groups
- Staff focus groups
- Focus groups or meetings with community leaders/partners, etc.
- On-site observation of center activity, the community and classes,
- Review of records and written materials (Case files, ISS, etc.)
- One-on-one interviews with administrators, staff and youth; and
- Active participation in classes or program components

The Tool

The assessment tool is comprised of the following sections:

Quantitative Analysis of Performance: This section contains guidance along with a worksheet that should be completed by the Federal project team.

and

Qualitative Analysis of Performance:

- (1) **YOG Overview (1.0):** These open-ended questions can be used to gain insight (and as an ice-breaker) of the overall YOG status as perceived by the groups with whom you meet. This section could provide good points of comparison between the Site Assessment Team's perceptions and that of the YO! Project Director, staff, partners, and youth.
- (2) **YOG Center Evaluation (2.0):** This section includes a matrix that should capture information about each of the grantee's youth centers and satellite centers.
- (3) **Core Assessment Areas (3.0 – 6.0):** Each of the following topical areas [*Management, Staffing, Community/Employer Engagement, and Youth Development*] is divided into sub-parts. The main topical areas correspond to the recently updated quarterly reporting format. The Youth Development area—the bulk of the assessment-- corresponds to the data collected by the Monthly Progress Measure Reports (ADS). Ratings will use the following scale:

- 1 = Needs Substantial Work or is Non-Existent
- 2 = Adequate
- 3 = Exemplary (an example for other sites)

We have provided examples of quality indicators as well as data sources for each sub-part. These are examples and do not represent an exhaustive list of positive attributes. What is important here is that we are looking for observable indicators of quality programming not merely, that the program activity exists. The final column of this report will include the rationale or evidence that provided the basis for the rating given in that sub-part. Strengths should be preceded by a (+) and weakness should be indicated by (-). At the end of each topical area there is a section for specific recommendations and/or comments. Both grantees and assessment team members should remember to look at all youth development activities using both an in-school youth and an out-of-school youth lens.

B. GUIDE TO ANALYZING QUANTITATIVE DATA

During the second year Youth Opportunity Grant site assessments, it is important to build in a quantitative analysis component of the review. At this stage in the program, most sites will not have enough outcome data to perform a meaningful analysis. However, there are very important progress measures in the YO Program Management/Progress Reports that are meaningful at this point in the program. Therefore, the quantitative component of the assessment will focus on four key progress measures: the enrollment rate, the participation rate, the completion rate, and the placement rate. This data is extremely important for both sites and project officers.

Below is a description of each of the four measures that we will focus on during the assessment. We are also providing a tool to help analyze these four measures in the form of an excel spreadsheet. We are including both a template of the spreadsheet in which site numbers can be entered, as well as an example spreadsheet with sample numbers already provided (see attached Excel files). Directions are included in the description of each measure explaining how to analyze the measures by utilizing the spreadsheet. There is also a comment section provided under each measure on the spreadsheet in order to elaborate on the findings of the analysis performed.

Enrollment Rate

Enrollment is a key benchmark of a successful program as enrolling young people into YO programs is the first step toward a successful initiative. The enrollment rate measures the percent of the site-specific yearly enrollment goal that was achieved. The goal here is 100%. We will be analyzing site's first year enrollment in comparison to their first year enrollment goal. In the June 30 report, look at the enrollment rate (section A, line 3A) under the program to date column. Note both the in-school and out-of-school enrollment rates, as well as the total enrollment rate. The spreadsheet will analyze the percent of the enrollment goal the site met for in-school, out-of-school, and total.

In addition, the spreadsheet will analyze the site's enrollment progression for the first three months of PY 2001 (July – September 2001). For this analysis, the spreadsheet includes the monthly goal for each site in order for the site to be on pace to meet their year two enrollment goal (the year two enrollment goal divided by 12) compared to the sites actual enrollment for the first three months of year two.

Participation Rate

Participation is another key benchmark of a successful program as keeping young people engaged in meaningful youth development activities will lead to successful outcomes for our enrollees. The participation rate measures the percent of all active enrollees who participate in at least one youth development activity in a month. The goal here is 80%. We will be analyzing the average of the monthly participation rates for the first three months of PY 2001 (Program Year 2). This will provide the most accurate and up to date participation data. In order to calculate this number, add the participation rate numbers (section A, line 7A of the report) under the "current month" column for in-school youth, out-of-school youth, and total youth for the months of July, August, and September and divide by three. The spreadsheet provides cells for ISY, OSY, and total for the first three months and automatically takes the average of the three months to compare to the goal of 80%.

B. GUIDE TO ANALYZING QUANTITATIVE DATA (Continued)

Completion Rate

Completion is also an important benchmark as completing short term goals are stepping-stones on the way to achieving the long-term goals of our enrollees. The completion rate measures the percent of all active enrollees who have completed their first pre-placement activity. We will be analyzing the overall completion rate for first three months of PY 2001 (July – September 2001). The goal here is 80%. Analysis of the completion rate does not require a calculation. Simply look at the completion rate (section A, line 4A) under the program year to date (YTD) section for ISY, OSY, and total youth for the first three months of PY 2001. Compare each of these months to the goal of 80% in order to analyze the site's progression toward this goal. The spreadsheet provided the necessary cells to perform this analysis.

Placement Rate

The placement rate is an important benchmark to determine if sites are successfully moving participants, once prepared, into long-term placement activities. The count of actual placements is also very important to note in order to be aware of the actual number of participants being moved into long-term placement activities. The placement rate measures the number of enrollees who enter long-term placements of those enrollees who have completed all of their pre-placement activities plus those enrollees placed without completing all their pre-placement activities. The goal here is 80%. We will be analyzing the average of the monthly placement rates for the first three months of PY 2001. We will also be noting the actual number of placements achieved in these months, as it is very important to look beyond the placement rate and see the actual number of participants being placed. In order to calculate this number, add the placement rates (section A, line 6A) under the “current month” column for ISY, OSY, and total youth for the months of July, August, and September and divide by three. The spreadsheet provides cells for ISY, OSY, and total for the first three months and automatically takes the average of the three months to compare to the goal of 80%. In addition, the spreadsheet includes space to enter the numerator and denominator of the placement rate (section A lines 6B and 6C) for ISY, OSY, and total in order to monitor the actual counts of placement occurring in the first three months of Program year two.

C. YOG YOUTH CASE FILE GUIDE

Development of effective case file management standards and techniques is critical in the timely delivery and tracking of services provided to YOG youth. The quality and management of individual case records and notes helps to insure a seamless and holistic service delivery system for YOG youth. Providing sometimes disjointed services in partnership with multiple local service providers, agencies and other community-based partners increases the likelihood of fragmenting service delivery. Because each entity may touch only a portion of the youth it is only through the records and notes in the case files that Case Managers are able to discern how effectively the Individual Service Strategy developed is being implemented.

YOG sites are encouraged to review and amend as appropriate their existing case file management standards as to insure uniformity and consistency throughout all case file records and notes. Not only does such standardization aid in insuring service delivery but it also increases the ability of local management to ascertain the quality and effectiveness of all services being delivered to YOG youth.

At least five files should be reviewed during the assessment visit with resulting comments on item 6.54 of YOG Assessment Matrix, as well as completed YOG Youth Case File checklist (Appendix for 6.54). Files should be randomly selected from different case managers and different sites.

Provided below is an example of the type of requirements that should be considered in the development of effective case management standards.

SAMPLE CASE FILE CONTENTS

1. Case file documentation should be complete and comprehensive and written in black or blue ink or typewritten. Whether hand-written or computer generated each case file page should indicate the youth's name and any other identifying number(s), SSN, etc. Each entry made by the case manager should be signed and dated. Where electronic records are utilized, the YOG site should ensure the integrity of the documentation.
2. Case files should be kept secured.
3. Case files should encompass, at a minimum, youth demographic information including:
 - residence, address and telephone number
 - emergency contact person(s),
 - a copy of the YO! member's proof of eligibility
 - assessment results
 - a copy of the youth's Individual Service Strategy
 - other information pertinent to the enrollee.

C. YOG YOUTH CASE FILE GUIDE (Continued)

Copies of assessments and reassessments to include:

- A copy of the initial, on-site assessment of enrollee needs addressing the youth's social/economic/academic/functional status, long-term training choices, placement choices, family support, environmental and special needs.
- Copies of any reassessments that may have been performed

Additionally Consider:

- Copies of the enrollee's placement history and service plans including measurable goals, based on the enrollee's needs assessment, that will allow the youth to gain social/economic/academic/functional status skills or maintain/increase their current functioning level.
 - Documentation of service cost effectiveness and available resources such as research performed related to cost comparison efforts, identification of additional resources, etc. made by the Case Manager.
 - Documentation that the Case Manager has evaluated the member's current status and the effectiveness of services being delivered. This can be accomplished by reviewing enrollee goals to determine if they are appropriate, if they have been met, and/or how services might be adjusted to better serve the youth. Such efforts should incorporate housing, clothing, food, transportation, child daycare, academic, medical, mental health, vocational, and post-placement follow-up services being provided to the enrollee.
 - Correspondence (i.e., letters, local service provider contacts, post-placement follow-ups and evaluations).
 - Case notes including documentation of the type of contact made with the youth and/or all other persons who may be involved with the youth's care and career development.
 - Documentation of the initial and quarterly consultation/collaboration with local service providers), if applicable.
 - Other documentation as maybe required by the grantee of record.
4. Screen prints may be used to replace hard copy service plans or cost effectiveness studies, especially for updates which do not always require a member signature. If screen prints are used, the Case Manager should sign and date the document signifying the copy is accurate.

D. YOG INDIVIDUAL SERVICE STRATEGY GUIDE

The Individual Service Strategy (ISS) is a “living document” that reflects the short-term and long-term goals of each youth opportunity grant participant and provides a road map for successfully navigating towards these goals. As a “living document” it is necessary for youth development specialists along with their clients to update, modify and review the ISS so that it constantly reflects the current pathway being taken by the client. Please note that while it is both reasonable and expected that an ISS will change from when it is first written, all changes and modifications should be accompanied by an explanation or rationale as to why a change or modification was made.

The ISS should be developed in response to a thorough assessment process that seeks to determine an individual’s social, economic, academic and functional status, long-term training choices, placement choices family support, and environmental and special needs. Over time assessment components will need to be reevaluated to see if the ISS is still appropriately addressing relevant goals, issues and needs.

The ISS should include:

- **Short-term goals** that address skill attainment gaps. On the ISS, pre-placement activities equate to WIA skill attainment goals. Basic skills goal = reading/math remediation. Work readiness goal = Job Readiness Training (JRT). Occupational skills goal = internship/subsidized job, short-term unsubsidized employment and short-term occupational skills training. There is no prescription or requirement around the extent of a skills goal. However as a guide, it should be big enough so that it can be measured or observed and small enough that it can be achieved within a year or less. For youth enrolled as younger youth under the WIA performance measures (14-18 at time of enrollment) there should be at least one skill attainment goal achieved within one year of the goal being set. Generally, all individuals should have short-term goals. Each short-term, pre-placement goal should be specifically stated (for example increase reading level from the 6th to 7th grade level), include an activity description (for example Sylvan learning module 2-3), and include the pre-placement activity type (for example reading remediation). If an activity is not completed and completion is not expected because the activity is no longer relevant to the ISS, it should be so noted and amended in the ISS document. It should be noted in the ISS when all prescribed pre-placement activities are completed.
- **Long-term goals** that address long-term training and education placements and unsubsidized employment placements. The accomplishment of short-term goals should prepare the individual for long-term placements. Therefore, short-term goals should relate to the type of long-term goals set. Long-term placements should also be tied to career interests and skill competencies of the individual. Once an individual moves in to a long-term placement it may be necessary for an individual to address skill gaps that were not previously recognized. In these cases the process would be to add additional pre-placement goals even though an individual has already been placed in a long-term placement or unsubsidized employment.

D. YOG INDIVIDUAL SERVICE STRATEGY GUIDE (Continued)

- **Supportive services** that address the individual's unique circumstances and allow the individual to continue to participate in the program and work towards goal achievement. In some case individuals may need a highly focused set of supportive services before they can actually begin to address short/long-term goals. These may include counseling, childcare, transportation, drug and alcohol treatment, housing, etc.
- **Youth development participation** that indicates how the individual will be regularly engaged in the opportunities provided through the YOG center and its partners. These would address additional interest and likes of the individual and help to provide a well-rounded experience that goes beyond the traditional skills building portion of the service strategy. The youth development participation plan should be aligned with the 15 youth development activities described in the youth development plan and may also indicate expected number of hours per week or month that the individual will participate.

YOG YEAR II SITE ASSESSMENT TOOL MATRIX

1.0 YOG OVERVIEW: OPEN-ENDED QUESTIONS

SITE NAME: _____

	QUESTION	ANSWER
1.1	In your view, what are the two or three most significant accomplishments at your YO! site? Why? What made them significant?	
1.2	What are you concerned about? Is it something that happened, or that has not been accomplished? What has happened that you did not plan for or anticipate?	
1.3	What has been most surprising (pleasant or unpleasant)?	
1.4	What external factors – e.g., politics in the city, county, or school district; interagency competition; changes in the local economy; gang activity; or any other that occur to you – have affected your work the most?	
1.5	In order to truly succeed here, what do you think you need the most help with? What kind of help, and when? From whom can that help come? What can the Department of Labor do?	

2.0 YOG CENTER EVALUATION

Site Name: _____

of Centers: _____

Location ¹	Renovations Completed? (Y/N)	Clean & Orderly (Y/N)	Safe & Secure (Y/N) ²	Youth Friendly (Y/N)	Youth Traffic ³ (Y/N)	Services Offered	Comments

¹ American with Disabilities Act (ADA) compliance is not a part of this assessment. It is the responsibility of the YOG sites to ensure that each of its YOG centers and satellite centers is ADA compliant. Information on ADA requirements and ADA Checklist for Readily Achievable Barrier Removal will be posted on DOL's website.

² Conditions inside, outside and around the center and satellites are safe, well-lit and provide safe parking for staff and participants

³ Youth center is observed to be populated with consistent flow of YOG participants so that services/workshops do not appear to be under-utilized.

Progress Ratings Key for matrix sections 3.0 – 6.0: # 1 = Needs Substantial Work or is Non-Existent, # 2 = Adequate, # 3 = Exemplary (an example for other sites)

3.0 MANAGEMENT

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
3.1	Review of SF 269	1 2 3 9 9 9	<ul style="list-style-type: none"> Spending is in line with planned budget as demonstrated by most recent quarterly report reflecting approximately 25% of annual budget. 	
3.2	<u>Management Structure:</u> policies and procedures are well defined and well understood by all staff and program partners	1 2 3 9 9 9	<ul style="list-style-type: none"> an organizational chart exists, key managers and program partners have it, and can describe how the organization is structured; the descriptions sound to the interviewer as if they are consistent Policies, including personnel, client flow, reporting and accountability are written down and easily available from key managers and partners (Policy Handbook, etc.) Measures of contract performance are clearly spelled out and understood by management team. 	
3.3	<u>Communication Systems:</u> Clear, regular and frequent processes exist for communication within the project	1 2 3 9 9 9	<ul style="list-style-type: none"> Regular management meetings are scheduled, and occur with reliable frequency (agenda, minutes, etc.) Forums are regularly provided for communication between management and front-line staff such as regular meetings, staff orientations, retreats, events, etc. (agenda, minutes, etc) Meetings with partners are regularly scheduled and occur; emphasis is placed on clear communication. (agendas, observations thru partner meetings, etc.) 	
3.4	<u>Data Systems:</u> Good systems exist for collection, management, tracking & reporting enrollments, youth activities, status, and outcomes.	1 2 3 9 9 9	<ul style="list-style-type: none"> There is less than a 10% gap between reported and documented (i.e. on ADS or equivalent) enrollment and the gap is largely a lag in data entry Efficient data collection systems are in place; ADS (or equivalent) are up-to-date and reasonably problem free. Data is being captured and entered into MIS system. (ad hoc reports and completed quantitative analysis) Data is used to assess and manage program performance. Staff understand and carry out their role in a consistent and efficient manner. (staff demonstration) 	
Recommendations for Improvement in the Area of MANAGEMENT:				

4.0 STAFFING AND STAFF DEVELOPMENT

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
4.1	<u>Staffing Capacity:</u> There is a full and continuous complement of staff.	1 2 3 9 9 9	<ul style="list-style-type: none"> Staffing is at full or near-full (90+%) capacity. Staffing measures up well against planned original staffing goal. If not, necessary modifications have been made. There is staff continuity and staff turnover rate (less than 20% over the past year) is reasonable. Project Director is on board . 	
4.2	<u>Staffing:</u> Staff and staffing structure promote opportunity to deliver quality services.	1 2 3 9 9 9	<ul style="list-style-type: none"> Staff is of high dedication and can reflect, articulate and apply a wide range of desired knowledge, experience, skills and abilities. (discussion, program assignment, observation). The average caseload for youth workers is manageable (less than 35 per worker) or accurately reflects any ratio that may have been specified in the grant agreement. Authority for decision-making is reasonably defused throughout the organization in a way that promotes program efficiency. (staff focus group, other) 	
4.3	Staff have attended the YOG Leadership Institute and have utilized training to improve program performance.	1 2 3 9 9 9	<ul style="list-style-type: none"> Vast majority of the staff and Project Director have attended YOGLI at least one time. Staff can provide feedback on the Leadership Institute and describe any resulting programmatic impact. Post-Institute planning workshops have been facilitated and have led to tangible outcomes. (Agenda/Attendance) 	
4.4	Program invests in and incorporates staff training and development (beyond the YOG Leadership Institute) as part of their management strategy.	1 2 3 9 9 9	<ul style="list-style-type: none"> Budgets reflects resources for staff development and training. Staff development plan that includes on the job and classroom-based learning opportunities is implemented. Staff can articulate staff development opportunities available. Examples could include Youth Development Practitioner Apprenticeship, contracted staff training, in-house, articulation agreements with post-secondary institutions, EAP, etc. Staff are trained to effectively work with youth with physical and mental disabilities. 	

Recommendations for Improvement in the Area of STAFFING and STAFF DEVELOPMENT:

5.0 COMMUNITY/EMPLOYER ENGAGEMENT

#	Activity	Progress	Quality Indicators	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
5.1	The YOG site has a clear connection to the Youth Council which guides YO activity, and provides a linkage to other youth investments in the community in terms of the current operation and in the future when sustainability becomes a critical issue.	1 2 3 9 9 9	<ul style="list-style-type: none"> The YOG engages the Youth Council for advice and consent on key issues and provides regular program updates to the Youth Council (Minutes; YC membership list; copies of reports to Youth Council Available) The Chair and other members have been to the YO site, maybe even assisted with an activity. The YOG has raised the issue of sustainability with the Youth Council and has begun to develop a plan for addressing YOG sustainability. (YC minutes, sustainability plan) 	
5.2	A coordinated system for engaging workplace partners (among YOG, its partners and other youth providers) has been defined and implemented.	1 2 3 9 9 9	<ul style="list-style-type: none"> There is adequate # of staff dedicated to developing new employer relationships for the purpose of employment opportunities, mentoring & other workplace experiences An employer/labor industry advisory board has been established and helps guide the work of the project/ center. (e.g., Occupational training offerings consistent with advisory board recommendations) Materials – brochures, flyers, stationery, recruitment “devices” have been produced, they are of a consistent “look” and quality, and they are used consistently throughout the project staff and partners 	
5.3	Community partners including faith-based organizations, educational/ training institutions, employers play a key role in the provision of services and advising the project’s overall direction.	1 2 3 9 9 9	<ul style="list-style-type: none"> A list of program partners can be quickly produced, and agreements or contracts have been executed for Year 2. Responsibilities of contracted partners are clearly spelled out (contracts, memoranda of understanding, agreements) Staff can define what a partner does and how its activity works. (staff focus group) Partners can identify their role in the project and demonstrate awareness of fellow partners. And their role in the project. (Partner meeting) 	

Recommendations for Improvement in the Area of COMMUNITY/EMPLOYER ENGAGEMENT:

6.0 YOUTH DEVELOPMENT SECTION: Sites were asked to submit a Youth Development Plan with their second year application. This section takes a look at how well these plans are being implemented. Evaluators should familiarize themselves with the site's youth development plan prior to the site visit and ascertain the amount of progress sites are making.

6.1 YOUTH DEVELOPMENT: *Preparation for and Success in Employment*

Evaluators should look not only at individual activities but should take a broader look at the employment and career development services available to youth at the center. Does it provide a logical continuum that will help youth progress to improved employment opportunities? Are there many points of entry? How have they engaged the business community as a partner in this aspect of their youth center's programming (perhaps interview some employers)?

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
6.11	A range of career development activities are available to youth including work readiness, workplace exposures, work experiences and job placement	1 2 3 ? ? ?	<ul style="list-style-type: none"> Local employers play an active role in either the design and/or delivery of work readiness instruction. (<i>Meeting notes documenting their input, interviews, focus groups</i>) Work readiness instruction is interactive, engaging, content rich and well attended. (<i>Participate in a class, youth focus group</i>) Successful completion is celebrated through graduations, visual decorations, awards, and other means of recognition. There is a sequential progression through career development activities of which youth are aware and can articulate (<i>written materials clearly posted and available; youth focus group</i>) 	
6.12	A range of short-term occupational and skill specific training opportunities are available to youth	1 2 3 ? ? ?	<ul style="list-style-type: none"> Local labor market trends inform skill training Training option are displayed prominently High completion & placement of youth in these programs Interactive, engaging and content-rich (<i>Participate in a class, youth focus group</i>) Whenever possible tied to industry defined skill standards (<i>skill standards have been mapped to curriculum</i>) Strong connections exist with area labor unions and opportunities exist for apprenticeships (<i>meetings, on-site speakers from unions, visible postings for upcoming apprenticeship tests, test prep.</i>) Youth receive test-prep for employment or apprenticeship exams. (<i>Schedule of test-prep classes and attendance sheets</i>) Opportunities for basic/advanced computer training workshops 	

6.13	A wide range of internships and/or subsidized employment opportunities have been developed for youth and a system of assessing the youth's progress in these activities has been developed and is being used.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Youth are eager to participate in internships and/or subsidized employment as demonstrated by their willingness to meet entrance requirements (i.e., completion of work readiness course). (<i>Youth focus group, class attendance records</i>) Attendance at internships is high (90+%) (<i>attendance records</i>) A reflection component is part of the internship experience either through journal writing or group discussions with other interns or both. (<i>Review journals, youth focus groups</i>) Employment (or Intern) supervisors receive training or materials on how to work with young employees. (<i>Review training materials, training schedules, employer focus groups</i>) A representative of YO talks regularly with both the youth and the youth's supervisor. (<i>Youth, employer focus groups, phone logs</i>) Youth are able to speak about the skills they are learning/practicing at their internships. (<i>Youth focus groups</i>) Youth can discuss career opportunities available in the particular industry cluster of their internship (<i>Youth focus groups</i>) A structured work based learning plan that outlines increased responsibility and skill-level exists for each internship & subsidized employment (<i>Random review of completed WBL plans</i>) Internships/Subsidized employment are in positions not typically available to youth on their own. (<i>Review of placements</i>) Employers hire either interns or subsidized employees into unsubsidized positions at the completion of the internship or subsidized employment period. 	
6.14	Both short and long-term unsubsidized job placements have been developed.	1 2 3 ? ? ?	<ul style="list-style-type: none"> YO! staff maintains regular contact with supervisors of youth placed (<i>Youth, employer focus groups; check lists</i>) Youth remain on the job; Youth are promoted Employed youth are brought together periodically to discuss work place issues and problems (<i>schedule of meetings, sit in on meeting</i>) Job placements are career-ladder type jobs that provide benefits Regular job fairs are scheduled and are well attended both by youth and by employers (<i>Public notices, schedules of events</i>) Employer recruiters are brought into the YO! center on regular basis (<i>Public notices, schedule of recruiters</i>) 	
Recommendations for Improvement:				

6.2 YOUTH DEVELOPMENT: *Improving Educational Achievement*

In this area, evaluators should also attempt to assess the intentional learning that occurs within all of the activities that occur at the youth center. Does a cultural of learning exist at the youth center? For example: Are there places to study and reading material readily available? Do they demonstrate the value of education through posters and information regarding earning comparisons based on level of education? Have they established a higher education resource center or do they have access to one where youth can explore college options and receive assistance in the college entrance process? How are basic skill deficiencies addressed? How is the center addressing LEP youth?

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
6.21	Coordination exists between YO! Site and local school district around tracking of individual academic achievement in order to ensure that YO! academic components complement the school district's curriculum.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Assessment of individual academic skills is done in concert with the schools (<i>interviews with school staff</i>) School staff meets with YO! Staff to discuss individual academic progress and have systems in place to identify youth in need of additional academic support (<i>interviews with school staff</i>) Individuals identified as having additional academic support needs are matched with the appropriate program supports at the YO! site YO! staff are located either full or part-time at local high schools and assist in coordinating activities between schools and the program. (<i>visit school</i>) YO! Site recognizes and rewards academic achievement of youth by providing achieving youth with internships and other advanced workplace experiences (<i>youth focus groups</i>) 	
6.22	A range of dropout prevention strategies are employed in your program.	1 2 3 ? ? ?	<ul style="list-style-type: none"> A YO! staff person has been designated to coordinate both individual and group tutoring and involves local college students Tutoring sessions are well attended by youth (<i>visual verification, attendance sheets, youth focus groups</i>) YO! staff have developed partnerships with school administrators and guidance staff and regularly monitor attendance (<i>focus group with school administrators and/or guidance staff</i>) YO! staff make home visits to in-school youth with attendance problems (<i>logs</i>) At-risk youth are targeted for pre-collegiate preparation An alternative school has been established by the YO! site or a strong and active partnership exists with an established alternative, CBO, or charter school (<i>visit the school</i>) 	

6.23	Opportunities exist either on site or at other agencies for youth to prepare for and take the GED.	1 2 3 ? ? ?	<ul style="list-style-type: none"> The GED program is linked to Job Corps, local community college certificate programs, or other training programs. A transition plan exists for each youth in a program which helps them develop goals for when they complete their GED (<i>random selected plans reviewed</i>) GED graduates are placed either into employment or post-secondary training GED programs are delivered using multiple formats (i.e., written material, computerized, group and individual instruction) (<i>sit in on classes</i>) <p>Staff has received training in how to prepare youth for the GED (<i>staff focus groups</i>)</p>	
6.24	Pre-collegiate and other post-secondary preparation is a key activity in your program for both in-school and out-of-school youth.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Out-of-school youth with GED or HS diplomas who are not academically prepared for post-secondary are identified and provided the necessary academic preparation. An area in the youth center is dedicated to post-secondary exploration and planning (<i>visual check; youth focus group</i>) Youth are offered (and participate in) numerous opportunities to visit college campuses (<i>Schedule of field trips, campus visits and attendance lists; youth focus groups</i>) YO! staff is available and has received training in helping youth complete college applications, financial aid forms, etc (<i>Youth, staff focus groups</i>) SAT prep classes are available and are well-attended (<i>sit in on class; youth focus group; attendance logs</i>) 	

Recommendations for Improvement:

6.3 YOUTH DEVELOPMENT: *Leadership Development*

In this area evaluators will attempt how program activities develop the potential of youth as citizens and leaders. A key element in all of these activities will be the “intentional learning” that occurs. That is, how many of these activities include a journal/reflection component? Are discussion groups held after seeing movies or plays? How are youth prepared to visit a museum (i.e., a scavenger hunt to help youth look for different things at the museum)? How are these activities connected to possible careers?

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
6.31	A wide range of community service learning opportunities is in place.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Staff person(s) dedicated to coordinating Community Service Learning (CSL) activities. (<i>Interview staff person; job description</i>) CSL Projects respond to real needs in the community (<i>community focus group</i>) Community Service Learning is used as a way for inexperienced youth to gain valuable work experiences. (<i>youth focus groups</i>) “Preparation” and “Reflection” learning workshops are incorporated as “before and after” components for each CSL project. (<i>sit in on one; youth focus groups</i>) Intentional learning is woven into CSL projects (i.e., knowledge of environment careers included in projects with environmental aspects, math is used in development of murals, etc.) (<i>youth focus groups</i>) Youth play a key role in the selection, design and implementation of projects (<i>youth focus groups</i>) 	
6.32	A fully developed range of recreational, sports and extracurricular activities are available for youth.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Staff person(s) dedicated to coordinating recreational activities. (<i>Interview staff person; review job description</i>) Recreation through team league sports are available either through integration with existing community leagues or have been created by the YO Center (<i>Review schedules</i>) Recreation through individual sports are available such as karate, tennis, rock climbing, camping, etc. (<i>Review scheduled events</i>) Recreation through music/arts are available such as dance classes, choruses/choir, orchestras, other activities. (<i>Review scheduled events</i>) Other recreational and extracurricular activities developed in response to youth requests exist and are attended frequently (<i>Review scheduled events, attendance logs</i>) Skill training opportunities and other intentional learning is incorporated into a majority of activities (i.e., a “Careers in Sports Fair” is part of a sports tournament; cooking class includes nutritional information and lessons in measuring; photography club introduces industry specific vocabulary, etc.) (<i>Review of curriculum, lesson plans; youth and staff focus groups</i>) 	

6.33	A range of life skills activities are available for youth.	1 2 3 ? ? ?	<ul style="list-style-type: none"> • Staff person(s) dedicated to coordinating Life Skills activities. (<i>Interview staff person; review job description</i>) • Field trips to museums, plays, concerts, etc. are widely attended. (<i>review calendar of events; youth focus groups</i>) • There exists educational activities celebrating cultural awareness (cultural history, cultural identity, cultural diversity, etc.). (<i>review calendar of events; youth focus groups</i>) • There exist an array of quality life skills activities/workshops (e.g. interpersonal skills, pregnancy prevention, drug awareness, personal appearance, money management, health, parenting, etc) (<i>review calendar of events; youth focus groups; review life skills curriculum</i>) 	
Recommendations for Improvement:				

6.4 YOUTH DEVELOPMENT: *Support for Youth*

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
6.41	A full range of services is available both on site and through community agencies that provide youth with support to overcome personal challenges and obstacles and support personal growth.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Youth perceive a system that meets all of their needs regardless if the service is available at the youth center. They have an expectation that the Youth Center represents the central source (one-stop) for them. (<i>Youth focus group; brochures; calendar of events</i>) A method for referral follow-up exists and is used by staff. (<i>Staff, partner, youth focus groups</i>) YO! staff has access to up-to-date information regarding quality support services available throughout the community in areas such as: housing, substance abuse, medical health, counseling, mental health, family planning, transportation, clothing, etc. (<i>Staff focus groups</i>) 	
6.42	Access to a mentors (adults and peers) and one-on-one support systems has been arranged.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Adult mentors have been recruited and trained. (<i>Mentor training curriculum and schedule</i>) Peer-to-peer mentoring systems exists cross programs (<i>Mentor training curriculum and schedule</i>) Orientation meetings are scheduled and youth are actively involved with mentors in one-on-one activities (e.g. tutoring). (<i>Schedule of orientations; Youth focus groups</i>) A system is in place to follow-up with mentors to assess progress and identify needs. (<i>Review system; staff/mentor focus groups</i>) 	
6.43	Group support structures are available to youth.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Support groups have been formed and meet regularly. (<i>Participate in a group; review schedule; youth focus group</i>) Alumni groups have been formed, meet regularly, plan activities, and guide follow-up efforts. (<i>Participate in a group; review schedule; youth focus group</i>) Support structures are on-going and long-term. (<i>Youth, Staff focus groups</i>) 	
Recommendations for Improvement:				

6.5 YOUTH DEVELOPMENT: *Systems and Processes*

In this area, evaluators should assess the quality of the methodology and strategies that support the YO! program's various youth development components. Evaluators will assess the synergy and efficiency of each program's youth development practices. (Is there a well-connected "web" of services that promote youth development? Or is there random collection of activities without a clearly communicated mission and purpose? Etc.)

#	Activity	Progress	Quality Indicator	Evidence of Strengths and Weaknesses (+ indicates strength; - indicates weakness)
6.51	Youth development planning processes are youth-driven.	1 2 3 ? ? ?	<ul style="list-style-type: none"> The youth advisory group (e.g. youth advisory council, management team) has elected officials, prepares minutes from meetings, and is supported by an adult staff person. Youth advisory group meets regularly and informs youth development strategic planning processes. YOG Centers design and décor is youth-friendly and its development was led by the young people. Opportunities for feedback exist for youth such as program evaluation forms, youth customer satisfaction surveys, etc. 	
6.52	Outreach, marketing and recruitment strategies have been implemented.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Data are reviewed regularly to assess effectiveness of strategies. Multiple strategies are being implemented which may include; training youth to recruit other youth and serve as advocates, media campaigns, spreading the word through faith based organizations, promotional events, joint marketing campaigns with other organizations, and contact have been made with the courts, community-based organizations and youth serving agencies, including WIA-funded programs. 	
6.53	Consistent formal intake and assessment systems have been designed and implemented.	1 2 3 ? ? ?	<ul style="list-style-type: none"> If more than one location is being used or multiple service providers conduct intake and assessment then the forms and systems used are all be same. Youth are not immediately confronted with a litany of forms and institutional processes that may turn them away. Staff is able to build rapport so that youth is made to feel welcome and comfortable during intake process. (For all: observation of intake process or mock intake guide with reviewer acting as "participant") 	
6.54	Effective case file management standards and techniques are utilized.	1 2 3 ? ? ?	<ul style="list-style-type: none"> Review of randomly selected participant files shows consistently applied standards of youth planning and timely documentation See YOG Youth Case Files Guide (guide pages 7 – 8) Complete YOG Youth Case Files Checklist at end of section 	

6.55	A format and process for developing and updating the Individual Service Strategy (ISS) has been designed.	1 2 3 ? ? ?	<ul style="list-style-type: none"> • See YOG Individual Service Strategy (ISS) Guide (guide pages 9-10) 	
6.56	On-going youth development follow-up, support and retention strategies as well as motivational activities have been defined.	1 2 3 ? ? ?	<ul style="list-style-type: none"> • Follow-up may be conducted through job coaching, group activities, alumni clubs, mentoring incentives, employer contacts, youth advocates, etc. • Follow-up is individually tailored to meet the needs of each youth • Front-line staff should be able to discuss how they follow-up with their youth. • Follow-up tracking is conducted at least monthly for each youth support services agencies are also used for follow-up. 	
6.57	A clear recognition and reward for personal development system has been implemented into the program	1 2 3 ? ? ?	<ul style="list-style-type: none"> • A wall of fame or something that displays the pictures of youth who have succeeded in some part of the program (such as getting a job or diploma) are visible. • Graduations and recognition ceremonies are incorporated into program. • Youth receive incentives and awards for achieving milestones, perfect attendance, program completion etc. 	
6.58	Youth with special needs are actively recruited and fully served.	1 2 3 ? ? ?	<ul style="list-style-type: none"> • Both staff and the facility are equipped to serve youth with specific disabilities, (including emotional disabilities). • Youth with disabilities provide input on programmatic decisions. • Bi-lingual staff who are fluent in English are employed to serve youth. • Outreach strategies and referral agreements are in place with organizations serving non-English speaking youth and youth with disabilities. 	

Recommendations for Improvement:

APPENDIX FOR 6.54: YOG YOUTH CASE FILE CHECKLIST

ITEM	FILE CHECK-OFF									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Case file is kept secured in file cabinet or electronically										
Social Security Number										
Emergency contact person(s) and phone number										
Parental participation consent form for minors										
Address and telephone number										
Documentation of Address										
Documentation of legal residency										
Documentation of Age										
Documentation of Selective Service registration for males 18-21										
Individual Service Strategy (ISS)										
Copies of any reassessments that may have been performed										
A copy of the initial, on-site assessment of enrollee needs addressing the youth's social/economic/academic/ functional status, long-term training choices, placement choices, family support, and environmental and special needs										
Copies of the enrollee's placement history and service plans including measurable goals, based on the enrollee's needs assessment, that will allow the youth to gain social/economic/ academic/functional status skills or maintain/increase their current functioning level										
Documentation of supportive services provided, including housing, clothing, food, transportation, child daycare, academic, medical, mental health, vocational, and post-placement follow-up services										
Correspondences (i.e., letters, local service provider contacts, post-placement follow-ups and evaluations)										
Case notes including documentation of the type of contact made with the youth and/or all other persons who may be involved with the youth's care and career development										

There maybe other documentation that is not required (e.g. report cards, resumes, etc.) but could be noted as an exemplary practice under 6.54 or used to support “Evidence of Strengths” under various Activities under the Youth Development sections 6.1 – 6.5.

Progress Ratings Key for matrix sections 3.0 – 6.0: # 1 = Needs Substantial Work or is Non-Existent, # 2 = Adequate, # 3 = Exemplary (an example for other sites)